



***AZ READS**...challenges Arizonans to participate in a statewide collaborative effort to make this vision a reality: Every Arizona child will learn to read proficiently by third grade and remain a proficient reader through the twelfth grade.*

Teacher quality is a key component to achieving the goal of AZ READS in order to ensure that "all students are taught to read by teachers who are well prepared to apply the research base of effective reading instruction". (*Learning First Alliance, 1998.*) To support this effort the Arizona Department of Education is offering the first **Arizona LETRS Institute Cohort**.

LETRS (Language Essentials for Teachers of Reading and Spelling)

LETRS Institutes are designed primarily for staff developers with experience or background in teaching reading. These three-day Institutes presented by Dr. Louisa Moats and her colleagues focus on the foundation, content, and procedures of research-based reading instruction.

Participants will:

- Examine scientific research, reading development, knowledge of language structure and its application;
- Apply practical skills of instruction in a comprehensive reading program including 5 essential elements and written composition;
- Use assessment data to inform instruction; and
- Explore the benefits of ongoing collegial coaching/mentoring

Intended audience-District/school
personnel responsible for the professional development of their staff

Eligibility:

LETRS Cohort: Because the Arizona Department of Education is sponsoring these Institutes to build capacity within our state, only representatives from districts who have responsibility for the professional development of K-3 teachers are encouraged to enroll. Given the content and design of the Institutes, enrollment in the cohort is limited to 40 and is reserved for candidates meeting **one or more of the** following criteria:

The candidate is currently responsible for staff development in one or more of the following areas:

- K-3 early reading development;
- K-8 reading;
- K-3 early literacy; **or**
- Provides instruction at an institution of higher learning to under-graduate, post-baccalaureate, or graduate level students.



AZ READS/READING FIRST
Arizona LETRS Cohort Application
Standards and Accountability Division
Standards-Based Teaching and Learning
Reading First Office
Marie Mancuso
Deputy Associate Superintendent

Registration Process:

Cohort Candidate Applications will be reviewed upon receipt and notification will be provided by email. Candidates meeting the criteria will be admitted to the cohort on the basis of first-come-first served. ***(The cohort will be closed when enrollment reaches capacity.)***

Arizona LETRS Institute Cohort Application

Applicant Name:

Affiliation ☐ District ☐ County ☐ Institution of Higher Learning
(check one):

Mailing Address:

Telephone No.: _____ **City** _____ **Zip** _____

Fax: _____

E-mail Address: _____

Current Position Title:

Please describe your responsibilities:

Statement of Assurances (COMPLETE THIS SECTION)

By checking the boxes below the applying candidate assures the ADE that they:

- ☐ are providing professional development at a district, county or institution of higher learning **and**
☐ will attend all 9 LETRS modules.

Applicant's Signature _____

Date _____



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Deputy Associate Superintendent

DEADLINE: July 15, 2003 (*The cohort will be closed when enrollment reaches capacity.*)

Please mail (faxes will not be accepted in lieu of original signatures) to:

Arizona Department of Education
Reading First Office
Attention: Travis Vincent
1535 West Jefferson, Bin 5
Phoenix, AZ 85007

All applications must be received by 5:00 pm on July 15, 2003.

Institute Information:

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|-----------|---|--|
| Location: | Radisson Poco Diablo Resort, Sedona, AZ | |
| Cost: | \$1800/person | <i>This cost is for materials, tuition, continental breakfast, and lunch only and does not include lodging and other travel related expenses.</i> |
| Dates: | Institute I | September 15,16, and 17, 2003 |
| | Institute II | November 3,4, and 5, 2003 |
| | Institute III | December 3,4, and 5, 2003 |

“Excellent instruction is the best intervention for children who demonstrate problems learning to read, and poor instruction may have detrimental, long term effects, placing children at risk for poorer achievement than they might otherwise attain.”

The National Research Council, 2000